***I Did Not Panic: Creating Historical Narratives* (p. 118)**

Summary

This section described how students in a fifth grade class used primary sources and historical narratives to “reconstruct the life of a Union soldier injured at the Battle of Shiloh”. They reviewed multiple sources and narratives including The Drummer Boy of Shiloh, public documents, military records, obituaries, newspapers, and other diaries. For each source, the teacher had questions they students focused around to help them with the material they were reading. The class held discussions and debates and after each day wrote a diary or letter based on what they learned.   
 The book made some good points about having students write historical narratives. They have to consider what they know and have to figure out how to use evidence to support that. They also have to organize the information into something meaningful in order to better understand the materials they have read. This section highlights the importance and value of using historical narratives to help students better relate to the subjects and events.

**Lesson Plan/Instructional Strategy**   
<http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html?tab=1#tabs>

In this lesson, students read historical fiction, conduct research, and hold book discussion groups to analyze different historical perspectives. Then students use this information to create a fictional character for an original piece of historical fiction. The lesson is broken into five 45 minute class periods and utilizes a variety of narratives and instructional strategies to help students analyze historical fiction.

Assessments:

* Review the completed [Character Sketch Handout](http://www.readwritethink.org/lesson_images/lesson864/character-sketch.pdf) and [Character Motivation Brainstorming](http://www.readwritethink.org/lesson_images/lesson864/character-motivation.pdf) sheet to ensure that students are able to use their online research to infer the perspectives of a character who may have lived during the time period.
* Assessment for the reading and initial research aspects of this unit will be determined through teacher observation and anecdotal notes based on class discussion and book discussion groups, as well as through final discussion of the process at the end of the unit (see Lesson 4).
* Use the [Road to Freedom WebQuest Rubric](http://www.readwritethink.org/lesson_images/lesson864/rubric.pdf) to evaluate students' work on the [Road to Freedom WebQuest](http://www.readwritethink.org/lesson_images/lesson864/road-freedom1.html) and their written pieces of historical fiction.
* Have students prepare a written analysis of the historical novel they are reading based on the criteria they generated in Lesson 1 and include specific evidence or examples from the novel to support each of the criteria. Use the [Historical Fiction Analysis Rubric](http://www.readwritethink.org/lesson_images/lesson864/analysis.pdf) to assess their analysis.

Rubric:   
<http://www.readwritethink.org/files/resources/lesson_images/lesson864/analysis.pdf>

***Analyzing Students’ Historical Narratives* (p. 120).**

Summary:

In this section of Chapter 10, the textbook describes what Pamela, a teacher, does to get her students to see and think about the bigger picture during the instructional strategy of historical writing. Pamela noticed the first few years of using this strategy that students were only writing about Hugh McKay’s life, and nothing else. She wanted her students to dive deeper into the historical writing, so she enhanced the assignment by turning it into a perspective assignment. Now students had to learn about the history that McKay was living in, and how that history related to today’s present.

Pamela also found that her students did better when she was able to develop a better rubric. The rubric provides questions that the teacher answers about the students’ works. This tactic became useful not only for the students, but for Pamela, parent conferences, and instances alike.

**Lesson Plan/ Instructional Strategy**

Hyperlink: <http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-116.html>

Description:

After students analyze an image that has a story behind it, students think about the possible events and characters the image provides. Using one of the characters in the image, students will write from their point of view, or perspective, and develop a narrative. This includes sharing the character's thoughts and feelings, describing the events that led up to the picture, or imagining the events that followed. This lesson may require a few prior mini lessons so students are familiar with the task and expectations. There is also a timeline tool students are encouraged to utilize to help sketch out the sequence of events for their narratives.

Assessments:

The results of this activity can vary; from a restatement of the vocabulary from the brainstorming on the board or chart paper to a detailed story with fleshed-out characterizations. The results depend on the student and his or her abilities which results in a variety of finished products that reflect each individual student's efforts.

* If students write their stories in their journals, you might read and simply note things that stand out as specific and well-detailed.
* If students complete multiple drafts of this piece, you could use the [Peer Review: Narrative](http://www.readwritethink.org/lessons/lesson_view.asp?id=122) lesson plan to give students the chance to do self-assessment and revise their texts. Then use similar guidelines to respond to their writing.
* For more formal feedback, use the [Narrative Writing Rubric](http://www.readwritethink.org/lesson_images/lesson116/NarrativeRubric.pdf).

Rubric:

<http://www.readwritethink.org/files/resources/lesson_images/lesson116/NarrativeRubric.pdf>